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ABSTRACT

The purpose of this school counseling program guide for use with students in elementary and secondary schools in Nebraska is to help districts within the state deal with problems and develop, implement, and evaluate comprehensive and systematic programs. The first section of the document discusses the benefits of the school counseling program, defines the program, and lists the components such a program must include, namely, a counseling curriculum; individual student planning; responsive services; and system support. The second section lists and describes structural and program components of a school counseling program. The third section outlines the steps in program implementation and the fourth section briefly describes personnel, program and student outcome evaluations. Two-thirds of the guide consists of 13 appendixes containing a variety of relevant materials. These include a model for effective guidance; steps in designing or revising a school guidance and counseling program; a counseling curriculum; a set of competencies and performance indicators; needs assessment information; time and task analysis logs; sample job descriptions; counselor performance evaluation forms; sample questions for a guidance program evaluation; a program component assessment instrument; a master calendar; time distribution forms; and a section on cross/multicultural counseling. (NB)

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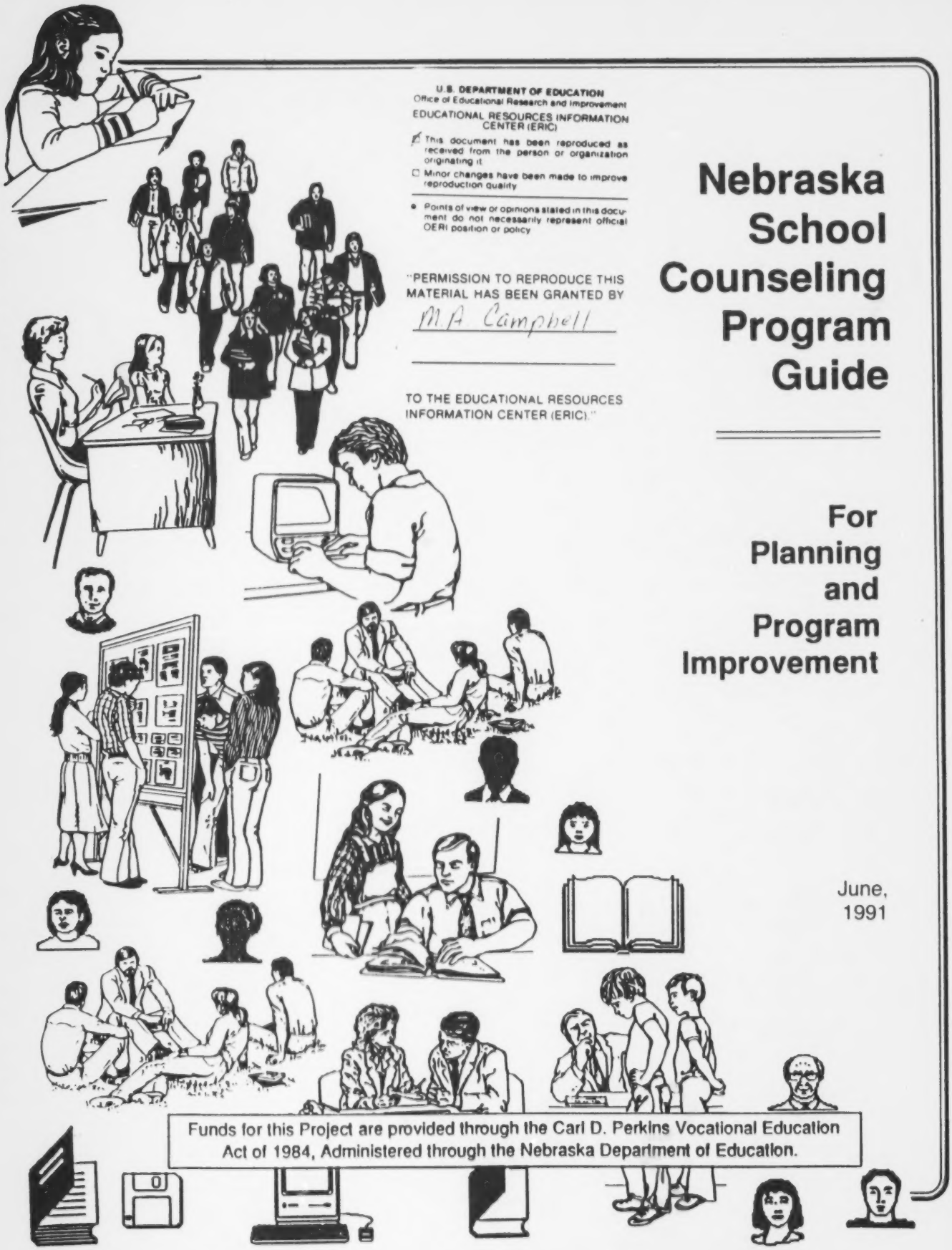

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Nebraska School Counseling Program Guide

For Planning and Program Improvement

June, 1991

Funds for this Project are provided through the Carl D. Perkins Vocational Education Act of 1984, Administered through the Nebraska Department of Education.

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Two Educational Service Units have been selected to field test this Guide in 1990-1991. They include: Educational Service Unit #2, Fremont and Educational Service Unit #7, Columbus. School districts within these Educational Service Units will be involved.

Nebraska was chosen as one of the states to implement the National Career Development Guidelines during the 1990-91 school year. These guidelines are being infused into the Nebraska School Counseling Program Guide.

Acknowledgement is given to the Missouri Department of Education for the original development of the **Missouri Model for Guidance** which has been adapted for use in Nebraska.

The funds for this Project are provided through the Carl D. Perkins Vocational Education Act of 1984, administered through the Nebraska Department of Education

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INTRODUCTION

At the close of the twentieth century, the world is experiencing unprecedented changes in local, state, national and world economic and social systems.

Along with these changes, young people face a bewildering array of new and difficult social issues: divorce, teenage parenthood, substance abuse, sexual experimentation, teenage suicide, expanded peer and family pressures and a rapidly shifting work world and labor force.

> **We must invest our limited human and financial resources to prevent problems as well as treat them once they appear – prevention is cost effective and the only real alternative to approaches that are not working.**

To help students grow socially, emotionally, intellectually and physically, **strong school counseling programs** are required. They must enhance and complement academic and vocational programs, be both preventive and remedial, and foster collaborative efforts among teachers, parents, administrators, community members and business and industry. Such programs will enable students to emerge from school better prepared to meet the future.

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SECTION I

NEBRASKA SCHOOL COUNSELING PROGRAM GUIDE:

INTRODUCTION

School Counselors in Nebraska deal with diversity of systems and services in delivering counseling and guidance. The delivery may take place in a large urban counseling center or in a corner of the library in a rural setting. In many settings, counselors have half time counseling and teaching assignments. Wherever Nebraska school counselors serve, these counselors attempt to meet the needs of all students, including the special needs of students and the "At Risk" population. Counselor sensitivities and concerns must also be directed to the many multicultural issues in our state.

To further emphasize the diverse needs of Nebraska young people, it is important to note that American society is changing and the changes continue to accelerate. The expectation of life long learning, diverse, single parent families, blended families, teenage suicide, substance abuse, sexual experimentation, peer and family pressure, and cultural differences are not abstract issues. They are real and have a substantial impact on students and their personal, social, career and educational development.

At all levels, public and private, groups have acknowledged that school counseling programs play an essential role in both solution and prevention. Across the nation, school counselors are responding to these expectations by changing traditional counselor centered services to student centered programs. Our state is no exception. Changing to the concept of a comprehensive program demands a model that encourages a redirection of school counseling programs.

Development of this comprehensive K-12 program guide was sponsored by the Nebraska Department of Education, Division of Program Improvement. An Advisory Committee composed primarily of school counselors, with some administrative representation as well, developed the **Nebraska School Counseling Program Guide**. The purpose of this program is to focus and revitalize school counseling in Nebraska to be more responsive to the challenges which children, young people, and parents face today and into the future.

The philosophy statement in the **Nebraska Career Guidance Program Handbook** best states the change in direction of the program.

> *"Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from a broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self worth. Individual acquisition of knowledge and skills has*

been, and will continue to be, a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive rather than remedial in nature. It complements the core instructional offerings and involves a cooperative effort among counselors, administrators and classroom teachers."

To insure the implementation of this philosophy statement, school districts must grapple with the following issues in the present counseling structure:

1. Lack of school counseling program efforts that reach 100% of the student population.

2. Lack of a programmatic approach to school counseling.

3. Lack of accountability.

4. Overabundance of non-counseling tasks that lead to counselor ineffectiveness.

5. Lack of identified competencies to address student needs.

The primary purpose of the **Nebraska School Counseling Program Guide** is to help districts deal directly with the above issues as districts develop, implement, and evaluate comprehensive and systematic programs.

As our country struggles with the impact of economic development that is global in nature, it is important to note the significance of promoting skills and knowledge that will assist our young people in the work place. The social dynamics that face our students, are ultimately tied to their future economic well being. **The National Task Force on Education For Economic Growth** summed it up with this statement:

"If the first purpose of our schools is to create good citizens, the second purpose is to create productive people, capable of living in peace and able to enjoy the fruits of their labors".

There is a general belief that our public schools are at a critical point and some priorities must change. Comprehensive programs in counseling and guidance are vital if excellence in education is to be achieved.

BENEFITS OF THE SCHOOL COUNSELING PROGRAM

BENEFITS FOR STUDENTS

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Assists in acquiring knowledge of self and relating effectively to others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

BENEFITS FOR PARENTS

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

BENEFITS FOR TEACHERS

1. Encourages positive, supportive working relationships.
2. Provides a team effort to address competencies.
3. Enhances the role of the counselor as a resource person.

BENEFITS FOR ADMINISTRATORS

1. Provides program structure with specific content.
2. Provides a means of evaluating counseling program efforts.
3. Enhances the image of the counseling program in the community.

BENEFITS FOR LOCAL BOARDS OF EDUCATION

1. Provides a rationale for including a comprehensive counseling program in the school system.
2. Provides program information to the community.
3. Provides a basis for determining funding allocations.
4. Provides ongoing data relative to the attainment of student competencies through counseling program efforts.

BENEFITS FOR BUSINESS, INDUSTRY AND LABOR

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

BENEFITS FOR COUNSELING PERSONNEL

1. Provides a clearly defined role and function.
2. Eliminates non-counseling functions.
3. Offers the opportunity to reach a large majority of students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

A SCHOOL COUNSELING PROGRAM

DEFINITION

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students and parents. A school counseling program shall include:

1. **Counseling Curriculum**
2. **Individual Student Planning**
3. **Responsive Services**
4. **System Support**

The program addresses the needs of all students by helping them to:

* **Acquire knowledge of self and relating effectively to others.**
* **Develop competencies in career/vocational planning and exploration.**
* **Achieve educational success.**

SECTION II

STRUCTURAL AND PROGRAM COMPONENTS

A school counseling program has two major parts. These two parts contain the following ten components:

STRUCTURAL COMPONENTS

* **Program Definition and Philosophy**
* **Advisory Committee**
* **Budget**
* **Counseling Program Facilities**
* **Counseling Resources**
* **Staffing Patterns**

PROGRAM COMPONENTS

* **Counseling Curriculum**
* **Individual Student Planning**
* **Responsive Services**
* **System Support**

STRUCTURAL COMPONENTS

Program Definition and Philosophy

Local school districts are encouraged to develop their own definition of a comprehensive counseling program, using the definitions on pages 1 and 5 as a guide.

Advisory Committee

An advisory committee provides support and consultative services, reviews present activities and encourages new activities to meet the goals of the comprehensive counseling program. Advisory committee may include school staff, parents, school board members, senior citizens, students, and business and community leaders. It may be organized at the district or individual building level. Responsibilities of an advisory committee may be assumed by, or organized within, an existing group such as:

1. School or district-wide advisory committee
2. School or district-wide vocational advisory committee
3. Counseling program advisory committee
4. Combination of the above

Budget

An adequate counseling budget should be established to reflect program needs. The counseling staff should be included in budget planning. Counselors should provide information regarding funds needed for:

Supplies, materials, i.e. Nebraska Career Information System
Equipment, i.e. computers
Media, i.e. film, videos

The counselor's professional commitment includes maintaining current knowledge of funding sources, i.e. local, state, and Federal. Some sources for funding include: Chapter I and Chapter II Grants, Carl Perkins Vocational Education funds, and the JTPA (Job Training Partnership Act).

Counseling Program Facilities

A counseling center should be established in each school to implement a comprehensive counseling program. The counseling center needs to be large enough to adequately house personnel, resources, and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a counseling center are:

1. A well organized and displayed collection of guidance resource materials and equipment.
2. Private work space, properly equipped, soundproofed and appropriately located.
3. Adequate space for individual, small and large group use.
4. Adequate and secure storage space.

Counseling Resources

Counseling program resources should be available for each of the four program components: Counseling Curriculum, Individual Student Planning, Responsive Services, and System Support. Assessing resources requires a systematic and thorough review of the current counseling program. The following resources are essential to the implementation of a counseling program.

Equipment/Materials
Inventory school equipment and materials that may be used in the counseling program. Staff members should indicate any new equipment and materials that may be needed to add to the school district's next annual budget. An example would be the **Nebraska Career Information System.**

Library/Media Resources
Work with librarians to establish career, vocational and guidance centers within the local library.

Staff Expertise
Identify the special skills of staff members that may be helpful in carrying out counseling program activities.

Community Resources
Identify state and local resources that can be used in carrying out the counseling program such as mental health agencies, community service clubs, senior citizen groups, local businesses, Job Service, Chamber of Commerce, labor unions, and others.

Staffing Patterns

An organizational chart for district counseling personnel identifies and shows the relationships among:

1. School counselors (full-time, part-time, itinerant)
2. Clerical staff
3. Administrative personnel
4. Paraprofessional aides supervised by certified counselors
5. Other support personnel

School counselors shall have a Nebraska Certificate with appropriate endorsements, and a Masters Degree in Guidance and Counseling.

School counselors should be employed at both elementary and secondary schools with appropriate student-counselor ratios.

> *It is the position of the American School Counselors Association that the counselor/student ratio be determined by considering the major factor of student growth and development. It is recommended that school districts implement the goals and objectives of a comprehensive and developmental guidance program for students of all levels - kindergarten through twelfth grade. While published reports such as "High School" by Ernest Boyer recommend an ideal counselor/student ratio of 1 to 100, ASCA is aware that each school district is unique; what may be an ideal caseload in one school district may be untenable in others. ASCA maintains that implementation of a comprehensive guidance and counseling program meeting the developmental needs of students be the primary determinant with the ratio being 1 to 300 or less.*
>
> **American School Counselor Association (ASCA)**

In buildings and districts with more than one counselor, a head counselor or director should be identified. This ensures that program planning, coordination, implementation, and evaluation take place in a timely and effective manner. In order for these individuals to organize and manage the counseling program, consideration should be given to reducing their student caseload.

PROGRAM COMPONENTS

Counseling Curriculum*

The Counseling Curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of the Counseling Curriculum is to provide students with knowledge of growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The Curriculum is organized around three major areas:

1. **Acquiring knowledge of self and relating effectively to others.**
2. **Developing competencies in career/vocational planning and exploration.**
3. **Achieving educational success.**

While counselors' responsibilities include the organization and implementation of counseling curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The counseling curriculum is delivered through such strategies as:

Classroom Activities

Counselors team teach or assist in teaching counseling curriculum learning activities or units in classrooms. This is not limited to one or two subjects but may include all areas in the total school curriculum. These activities may be conducted in the classroom, counseling center, or other school facilities. Some examples include:

Personal Safety
Here's Looking at You 2000
Skills For Adolescence
Equity Awareness
Self and Cross Cultural Understanding
Skills For Success (Cultural Learning Styles & Cross Cultural Communications)

*Nebraska Department of Education, Rule 10, Title 92, Chapter 10, effective September 30, 1989.

004.02B2 "Each school system shall have written guides for each core curriculum area for the library and guidance programs. The guide in each core curriculum area shall address, as appropriate, instruction in written composition."

Group Activities

Counselors conduct group activities outside the classroom to respond to students identified interests or needs. Counselors plan and lead structured activities to increase the skills and knowledge of the students. Some examples include:

Life Skills For Little People
Natural Helpers
PUMSY (Positive Thinking Skills for Elementary School Children)
Nebraska Career Information System

Individual Student Planning

Individual Student Planning consists of activities that help all students and parents plan, monitor, and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals and plans. These activities may be delivered on an individual basis or group basis under the supervision and direction of the counselor.

Individual Student Planning is implemented through such strategies as:

Individual Appraisal

Counselors assist students in using self-appraisal information that is available. Together they analyze and evaluate students abilities, interests, skills and achievement. The use of test information and data becomes a basis for developing immediate and long-range plans for students.

Individual Advisement

The involvement of students, parents, and school in planning a program that meets individual needs of students is a critical part of individual advisement. Counselors work with students to enhance personal-social growth, and develop skills in setting career and educational goals.

Transition/Placement

Counselors assist students in the transitions that they face when they change from one educational program to another, from one school to another, or from school to work.

Responsive Services

Responsive Services consist of activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral, or information. This component is available to all students and is initiated by students (self referral),

teachers, parents or others. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff is necessary for successful implementation of this component. Responsive services are delivered through these strategies:

Consultation
Counselors consult with or train parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counseling
Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal, educational or career planning concerns, or normal developmental tasks. Personal counseling assists students in identifying problems, causes, alternatives and possible consequences so that appropriate action is taken.

Crisis Counseling
Counselors refer students and their parents to community agencies to deal with long term problems which may include suicide, violence, physical and sexual abuse, substance abuse, and divorce. In order to assure support, the counselors should maintain an ongoing communication with the involved agencies and the referred students.

System Support

System Support consists of activities that maintain and enhance the total counseling program and other educational programs. This component is implemented and carried out through:

Professional Development
Counselors need to be involved regularly in updating their professional knowledge and skills. This may involve participation in regular school in-service training, attending professional meetings, completing postgraduate course work, and contributing to the professional literature. Membership in state and national professional organizations is also encouraged.

Staff and Community Relations
An ongoing program to orient staff, students, and the community to the comprehensive counseling program through such means as newsletters, local media, school and community presentations is essential.

Consultation with Teachers
Counselors need to consult with teachers and other staff members regularly in order to provide information and support to staff and to receive feedback on emerging needs of students.

Parent Outreach
Counselors provide ongoing support and information for parents regarding their childrens personal-social, educational, and career development.

District Committees
Counselors should serve on departmental curriculum committees and advisory boards to generate school-wide and district support.

Community Outreach
Activities are designed to help counselors become knowledgeable about community resources, local culture, employment opportunities, and local labor market information. Counselors serving on community committees will generate community support.

Program Management
This includes the planning and management tasks needed to support activities conducted in a comprehensive counseling program. This includes such tasks as updating curriculum, planning the calendar, and gathering information.

Research and Development
Counseling program evaluation, data analysis and follow-up studies support research and development for program improvement.

SECTION III

IMPLEMENTATION

Several steps are involved in implementing a comprehensive school counseling program. Initial planning and effort is essential. Developing a comprehensive approach can revitalize the current program and make it more meaningful and responsive to changing student, school and community needs. The steps outlined in this section enable counselors to make the transition from their current program to a more comprehensive, up-to-date program.

Getting Organized

While the responsibility for making school counseling programs work rests with the entire school district, ultimately school counselors must take a strong leadership role. The challenge that counselors face is how to make the transition from the current program to that of a comprehensive program. The organizational plan now in use should continue while counselors plan and initiate new concepts and activities as suggested in this **Guide**. As the implementation process gets under way, there are a number of points to keep in mind.

1. **Understand the necessary conditions for change in the school district or building.**

2. **Expect some resistance to change; both the cause and the need for change must be well communicated.**

3. **Appreciate the challenges involved.**

Implementation Schedule Description

The purpose of this section is to provide a sequential plan of action to implement a school counseling program, which is a K-12 developmental model. A detailed discussion accompanies each of the following ten steps.

1. Write program definition and philosophy.

The definition describes the focus of the program while the philosophy presents the program's underlying meaning and beliefs. An example definition and philosophy follows:

Sample Program Definition

School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. A school counseling program includes:

1. Counseling Curriculum
2. Individual Student Planning
3. Responsive Services
4. System Support

The program addresses the needs of all students by helping them to:

1. Acquire knowledge of self and relating effectively to others.
2. Develop competencies in career/vocational planning and exploration.
3. Achieve educational success.

Sample Philosophy Statement

Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from a broad range of learning experiences. Individual acquisition of knowledge and skills has been, and will continue to be, a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally as well as intellectually and physically are essential. Guidance processes are designed to assist individuals with total development on a K-12 basis. The school counseling program is preventive, rather than remedial in nature. It complements the core instructional offerings, and involves a cooperative effort among counselors, administrators and classroom teachers.

2. Meet with the Administration and Board of Education to gain support to improve and restructure the school counseling program.

Sample Definition of a School Counselor:

School counselors are specifically credentialed professionals who work in school settings with students, parents, educators, and others within the community. They design and manage comprehensive developmental guidance programs to help students acquire skills in the social, personal, educational, and career areas necessary for living in a multicultural society. School counselors accomplish this by employing such interventions as guiding and counseling students individually or in small groups, by providing information through group guidance, by contributing to the development of effective learning environments, through student advocacy and through consulting with others.

3. Select and meet with the Advisory Committee

Select members for the Advisory Committee to reflect the diversity of the community. Include, if possible, school staff, parents, school board members, senior citizens, students, and business and community leaders. A sample agenda for the first meeting could include:

1) Presentation of the **Nebraska School Counseling Program Guide.**
2) Identification of tasks to be performed.
3) Assignment of tasks.
4) Establishing a timeline to accomplish tasks.
5) Selection of meeting dates.

4. Complete the Counselor Activity Log Analysis process.

An Activity Log Analysis is used to survey and analyze the distribution of counselor's time and the activities within the current program. This analysis provides a basis for comparing the time and activities involved in the current program to those of the comprehensive program. (Sample Activity Log in Appendix F)

5. Complete the needs assessment process for students, teachers and parents.

Through a needs assessment, counselors are able to identify the program categories and competencies that the students, staff and parents feel are important. A needs assessment is one basis for the selection of student competencies and guidance learning activities that are used to help students acquire these competencies. Benefits of needs assessments include:

1. Identifying needs of students.
2. Providing data for program planning.
3. Providing information to policy makers to assure program support.

4. Providing a basis for selection and implementation of counseling learning activities and classroom presentation.
5. Increasing opportunities for student, staff, and parent interaction.

A complete needs assessment should be administered the first year the program is implemented and, ideally, every third year thereafter. Because these surveys are relatively brief and easy to administer, it is strongly recommended that they be given to 100% of the student population in grades 2, 5, 8, 10, and 12. In larger schools, (more than 500 students) a 50% random sampling of students is desirable. Administration of the parent survey will ensure that 100% of the total parent population from grades 2, 5, 8, 10 and 12 have the opportunity to respond. Local districts must decide how to manage the survey to yield these results.

6. Identify student competencies based on result of the needs assessment.

A list of student competencies can be found in Appendix D.

7. Select appropriate learning activities to meet local district and community needs.

Using the outline and formats provided, select, modify or write counseling learning activities that will best address the identified competencies. Counseling learning activities must be detailed enough for effective use from year to year. See **Nebraska Career Guidance Program Handbook.**

8. Implement sequential guidance curriculum for each grade level or grade-level grouping.

Counseling learning activities that will be implemented through classrooms must be carefully coordinated with the teachers involved and the school calendar to avoid possible conflicts.

When concluding that a counseling learning activity can best be addressed within a department, it is essential to work closely with the teachers involved. Occassionally, a particular teacher may be less than enthusiastic about relinquishing class time. In initial program planning, go to the teachers with whom you have a good working relationship. Seek these people out well in advance. Advance notice of one or two months is most desirable. The teachers should have a detailed explanation as to the purpose of the learning activity, how long it will take, and what will be done. If possible, show the teacher the written learning activity. Include in the activity the method for evaluation. This may help to demonstrate the importance of the activity. Stress that the counselor will take the leadership role but that a significant contribution can be made by the teacher. Give the teacher some specific responsibilities.

9. Develop a master calendar for each month of the school year, categorizing activities under the appropriate program components.

A master calendar enables counselors to organize and manage the activities of the program. It also provides a time frame for scheduling resources and equipment. It provides an organized, systematic way to implement and deliver a comprehensive school counseling program. It allows integration of the counseling program with the core curriculum. It enables the counselor to organize time to meet student needs and to communicate information concerning the objectives of the guidance program to students, staff, parents, and the community. The Master Calendar integrates the counseling program with total school activities. It encourages total staff involvement and provides evidence of organizational ability in implementing the counseling program. An example of what one month of a master calendar can be found in Appendix I.

10. Evaluate the counseling program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

It is important for a district to develop a documentation file indicating that the ten components of the program have been addressed. Examples of materials that need to be on file include:

1. Written definition and philosophy.
2. Board of Education assurances.
3. List of Advisory Committee members.
4. Agenda and minutes of Advisory Committee meetings.
5. Summary of needs assessment data.
6. Categories and competencies based on needs assessment data.
7. Counseling learning activities.
8. Summary sheet of time and task analysis. (See samples in Appendix F)
9. Time Distribution Wheel Form. (See samples in Appendix J)
10. Master calendar. (See samples in Appendix I)

COORDINATION AND COOPERATION

Involving Administrators

The administration must make sure that adequate time is provided for counselors to inform the school staff about the counseling program. The administration must also provide the means for counselors to inform the community about the counseling program and how it will be implemented.

In addition, the following kinds of administrative support are needed:

1. Commitment to staff: The administration provides written and oral support of the counseling program to all staff.

2. Time: The administration provides counselors time to implement the counseling program. This may entail the deleting of non-counseling administrative duties and paperwork that had been assigned to the counselor previously. (Refer to page 25)

3. Facilities: The administration makes available appropriate facilities to implement the comprehensive counseling program, to accommodate individual, small group and classroom activities.

4. Budget: The administration provides budget based on identified counseling needs that allows for the purchase of resources and training to implement the comprehensive counseling program.

5. Program evaluation: It is the responsibility of the administration to evaluate the comprehensive counseling program.

6. Performance-based evaluation: It is the responsibility of the administration to routinely evaluate each counselor on the local performance-based counselor evaluation form.

Involving Teachers

It is important that all teachers be informed about the school counseling program. A minimum of one in-service per year should be conducted to help teachers understand their role in the program. Teachers should be given the opportunity to volunteer for active involvement in program planning and implementation.

Planning

The counselor and the teacher should have the opportunity to plan the delivery of learning activities. When practical, counseling learning activities need to be presented in appropriate content areas. The teacher should also help decide when these units will be presented on the master calendar. The number of students served in a particular subject area shall be a consideration.

Implementation

Details of the actual implementation of the counseling learning activities are determined by the counselors and teachers involved. Whenever possible the teacher will be part of the presentation and evaluation of the counseling learning activity.

Methods for Teacher Involvement

1. Present the competencies to be addressed and relate them to the subject matter area.
2. Identify stated student needs as perceived by teachers and develop learning activities units to meet them.
3. Suggest that learning activities are available in particular subject matter areas, and work with teachers to schedule them for classroom presentations.
4. Be visible and involved with the teaching staff.
5. Provide recognition for "things well done" to teachers.
6. Recognize teacher participation in the counseling program.
7. Schedule learning activities in advance.
8. Share information about the counseling program through calendars or newsletters.
9. Be a salesperson; any new program needs selling.

LOCAL IMPLEMENTATION SCHEDULE CHECKLIST

There are ten steps that a district needs to follow in order to implement the school counseling program.

___1. Write program definition and philosophy.

___2. Meet with administration and local Board of Education to gain support to implement the school counseling program.

___3. Select and meet with the Advisory Committee.

___4. Complete the Counselor Activity Log Time and Task Analysis process (Sample in Appendix F)

___5. Complete the needs assessment process for students, teachers, and parents. Review results with administration.

___6. Identify student competencies that address the need areas ranked highest on a student needs survey.

___7. Select appropriate learning activities to meet local district and community needs.

___8. Implement sequential counseling curriculum for each grade level or grade-level grouping.

___9. Develop a master calendar for each month of the school year, categorize activities under the appropriate components.

__10. Evaluate the counseling program based on student competency attainment, personnel performance-based evaluation, and the achievement of program standards.

Making the Transition: Some Closing Thoughts

Following is a consideration for making the transition to a comprehensive school counseling program.

> **Note those non-counseling administrative activities currently being provided and the time they consume. Remember, there are some common duties a counselor must share as a school staff member. However, there are frequently a number of non-counseling responsibilities that are assigned to counselors alone, such as maintaining school records or developing a master schedule. These non-counseling activities should be displaced to allow time for appropriate activities. Methods of removing non-counseling activities need to be developed so that counselors' time can be used to implement the program. A timeline for the removal of these activities should be developed as well.**
>
> **The Advisory Committee can be an important asset in ensuring that non-counseling activities are removed.**

Following are some examples of **non-counseling activities** with some suggestions for streamlining and displacement of these duties.

Supervisory Duties

1. Developing and monitoring school assemblies.
2. Hall duty, cafeteria supervision, bus loading and unloading supervision, and restroom supervision.
3. Chaperoning school functions and athletic events supervision.
4. Substitute teaching.

Clerical Duties

1. Selling lunch tickets.
2. Collecting and mailing out progress reports and deficiency notices.
3. Maintaining permanent records and handling transcripts.
4. Monitoring Attendance.
5. Calculation of grade point average (GPA), class rank or honor roll.
6. Development and of updating of the student handbook.

7. Development and updating of course guides.

8. Schedule changes and related paperwork.

   Consultation with students regarding scheduling or schedule changes is viewed as a school counseling function.

   The related paperwork in terms of class balance, schedule cards, etc. is a clerical function and is not the responsibility of school counseling personnel.

   If full-time clerical assistance is not available, planning should take into consideration the hiring of part-time clerical-secretarial help at key times during the school year or to work a certain number of hours per week. The vast array of computer software now available can be of great assistance in a variety of areas, i.e. - scheduling, GPA, class rank, honor roll, grade labels, address labels, etc. A clerical-secretarial person, rather than a counselor, can run the computer program and complete these tasks.

Special Programs and Services

1. Class, club and special program sponsorship.

   Counselors should not be expected to assume anymore responsibility for these programs than any other person on the staff.

2. Coordination and administration of school testing programs including individual testing.

   The overall coordination and administration of the school testing programs is the responsibility of administrative personnel or a committee of teachers.

   Teachers and counselors working together help in this process.

   Counselors assist in the interpretation of test data to teachers, administrators, parents and the community.

   Counselors use test data in their work with students to help them monitor and manage their learning including their personal and career development.

   Where possible, individual testing is done by school psychometrists or persons specifically hired and qualified to do this task.

3. Responsibility for Individualized Education Plans (I.E.P.).

   Counselors are involved in the diagnostic aspects of the I.E.P. They are not responsible for the development and implementation of the I.E.P. or Individualized Vocational Education Plan (I.V.E.P.)

   Counselors do take part in staffing and conferences when appropriate.

Administrative Duties

1. Master schedule development.

   This is an administrative function. Administrators should seek input from school counseling personnel as they plan and develop the master schedule. Note: The planning and development of a master schedule is not included as a part of a counselors training.

2. Discipline.

   Assessing consequences for student action is not a counseling function.

3. Students who desire or need to have schedules revised are encouraged to first discuss their changes with the counselor. The mechanics related to this process should be handled through administrative channels. Much of the process is clerical in nature. It is the responsibility of the administration to see that class size is appropriate, and that sufficient staff is available to accommodate the student needs.

Making the Commitment

* The school administration must commit to school counseling program improvement and be

  -ready to participate in planning,

  -ready to allocate resources and release time for planning, and

  -ready to support abandonment of current activities that do not support new priorities

* Counselors must commit to school counseling program improvement and be

  -ready to become personally involved,

  -ready to assume key roles in planning for the developmental school counseling program, and

  -ready to assume managerial responsibilities for the developmental school counseling program.

* The school board must commit to school counseling program improvement and be

  -ready to adopt policy statements,

  -ready to support planning time,

  -ready to participate in the planning process, and

  -ready to lend fiscal support.

* School staff must commit to school counseling program improvement and be

  -ready to contemplate new ideas and change and

  -ready to become personally involved.

SECTION IV

EVALUATION

There are three sections of the evaluation component of the **Nebraska School Counseling Program Guide**. These include personnel, program and student outcome evaluations.

Personnel Evaluation

Job Description

In establishing a performance based evaluation system for school counselors, the first step is to establish a written job description based on the **Nebraska School Counseling Program Guide** structure. One job description should be developed for counselors at the elementary, middle school/junior high level and the senior high level. Sample job descriptions for these positions can be found in Appendix G. Itinerant and K-12 counselor job descriptions should also be developed.

Counselor Performance Evaluation

Using the counselor job description as a guide, a performance evaluation instrument needs to be developed. In each area of responsibility, the standards of performance need to be described, ranging from unsatisfactory to exemplary in observable and measurable terms. The usefulness of this type of evaluation instrument goes beyond making a judgment about past performance. It also helps target future directions and goals. A sample Counselor Performance Evaluation instrument can be found in Appendix H.

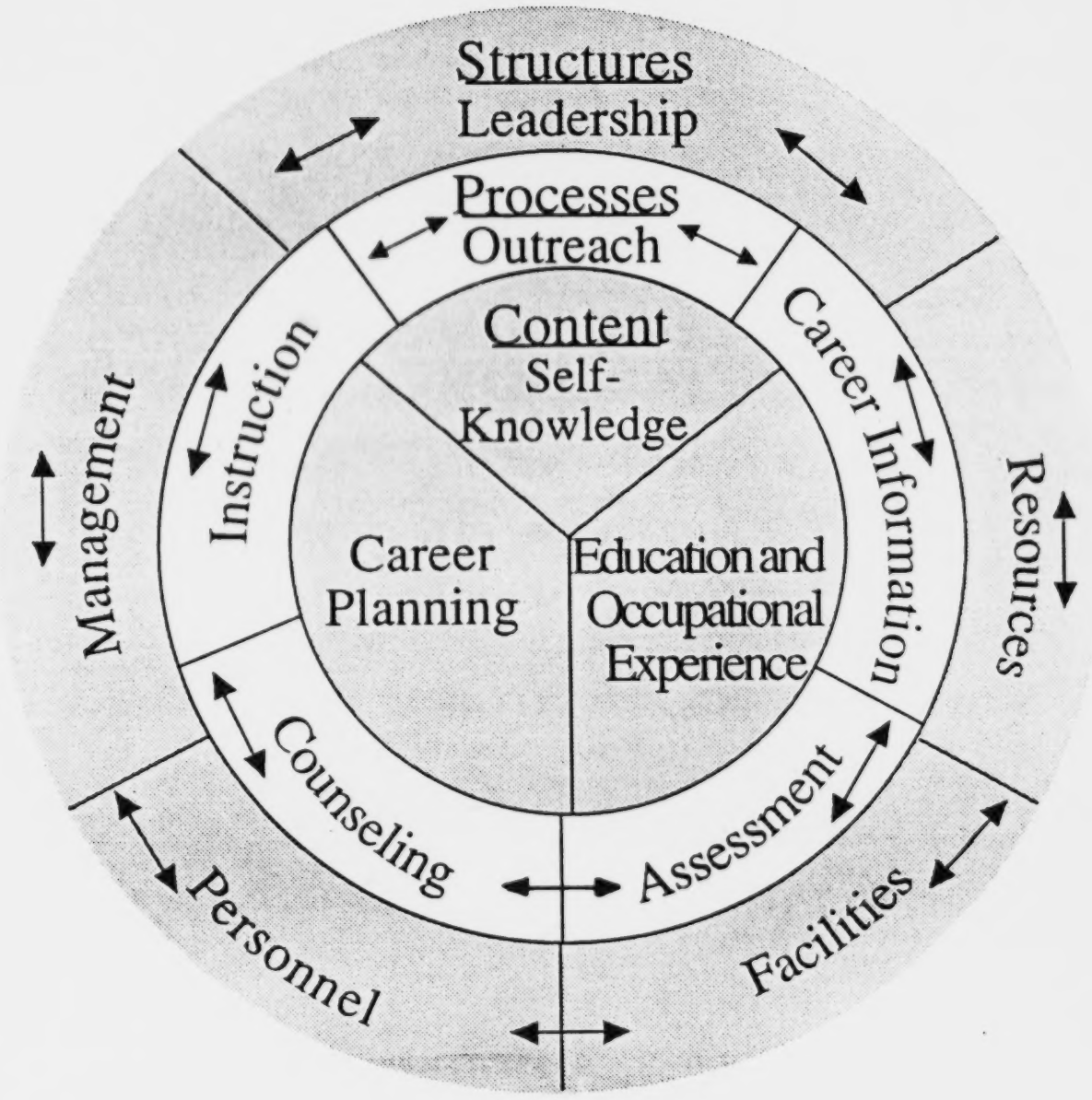
Program Evaluation

Program evaluation involves the establishment of program standards and indicators. The six structural components and the four programmatic components become the program standards. Items that describe the nature and substance of these standards need to be developed in order to determine the full scope and effect of the program. The format in Appendix H can be used as a self study instrument, or it can be used by outside evaluators.

Student Outcome Evaluation

Student outcome evaluation measures the impact of the program on students, and how well they achieve the competencies. This is a critical component and needs to be developed as the program is being implemented. There are a variety of ways to measure competency attainment, i.e., case study, teacher observation, and student surveys are a few. As districts implement the model, counselors and counselor educators throughout the State will study these processes to develop a variety of approaches for evaluation.

APPENDICES



The Nebraska Model for Effective Guidance Programs

Appendix B

STEPS IN DESIGNING OR REVISING A SCHOOL GUIDANCE AND COUNSELING PROGRAM

Phase I - Initial Planning Steps

A. Goal Statement

1. State goal(s) of the program
2. Clearly relate purpose of the program to the school

B. Form Committees

1. Identify steering committee
2. Select advisory committee members

C. Assess Needs

1. Review current guidance program

   a. Is there a need to revise?
   b. Do you need a new program?
      If so, continue planning steps.
      If not, keep current program as is.

2. Identify needs to be assessed
3. Identify respondents
4. Develop needs assessment instrument
5. Collect and analyze data
6. Set program priorities

D. Establish Objectives

1. Determine desired end results
2. Describe what the program will have, do, or become, and changes in responsibilities.

E. Determine a Basic Course of Action

1. Consider possible program alternatives and consequences
2. Identify major areas of responsibility
3. Define specific tasks involved in each responsibility
4. Establish timelines/budget

5. Assign subcommittee members to responsibility areas and tasks

Phase II - Development

A. Design or revise the guidance and counseling program plan

1. Determine program content and processes.
2. Establish student competencies and indicators.
3. Select standards for the indicators.
4. Develop delivery sequence.

B. Define staff competencies

C. Obtain administrative endorsement

D. Develop evaluation mechanisms

Phase III - Implementation

A. Plan program implementation

1. Identify organizational capabilities and needs for implementation.

a. Facility
b. Resources
c. Personnel Requirements
d. Budget
e. Staff Development
f. Timelines

Phase IV - Program Evaluation

A. Determine if the guidance and counseling program is meeting the established goal and objectives.

B. Decide to keep or revise guidance and counseling program.

Appendix C

COUNSELING CURRICULUM

Examples of counseling learning activities within this component include, but are not limited to the following:

- Assertiveness Training
- Prevention of Sexual and Physical Abuse
- Conflict Resolution
- Suicide Prevention
- Grief/Loss Awareness
- Equity Awareness
- Planning School Programs
- Job Preparation
- Self-concept/Esteem
- Multicultural Awareness
- Peer Relationships
- Career Awareness
- Career Exploration
- Decision-Making Skills
- Substance-Abuse Programs
- Study Skills
- Pre-Employment Skills
- Post-High-School Decision Making
- Family Relationships
- Multiple Roles

The outline shown below will help counselors and other staff in planning and developing various activities within the counseling curriculum.

Curriculum Outline

I. List major activities for counseling curriculum on a monthly and yearly calendar.

II. Curriculum activities outline
- A. Curriculum area
- B. Category
- C. Competency statement
- D. Students served
  1. Number of students
  2. Grade level
  3. Classroom setting (math, science, home economics, agriculture, etc.)
- E. Time required
- F. Resources needed
- G. Evaluation of curriculum activity
  1. Results, pre-test
  2. Results, post-test
- H. Observations

Appendix D

COMPETENCIES AND PERFORMANCE INDICATORS

For Elementary School Students

The student competencies and indicators represent the skills and attitudes that children should acquire to make the transition into the middle/junior high school and to start developing an educational plan to ensure their academic growth and continuing career development. They are designed to address the needs of all students by helping them to acquire competencies in self-knowledge, educational and vocational development and career exploration and planning.

The presentation of the competencies does not imply a sequential order for delivery but is an inclusive listing of the components of a comprehensive career guidance and counseling program.

COMPETENCIES AND PERFORMANCE INDICATORS FOR ELEMENTARY SCHOOL STUDENTS

I. SELF KNOWLEDGE

COMPETENCY I: Knowledge of the importance of a positive self-concept to career development.

The student will --

1. Verbalize both positive and negative feelings.
2. Describe positive characteristics about self as perceived by self and others.
3. Identify personal behaviors required for success in school and family situations and habits and behaviors that hinder progress.
4. Describe how one's behavior influences the feelings and actions of others.
5. Demonstrate a positive attitude about self.
6. Identify interests, abilities, strengths and weaknesses as components of personal uniqueness.
7. Describe ways in which one can meet personal needs and goals through work.
8. Relate knowledge of self to a variety of occupations.

COMPETENCY II: Skills for interacting with others.

The student will --

1. Make positive statements about self and others.
2. Describe how all persons need to belong and to be accepted by others. Discuss types of groups and what it feels like to be accepted and not be accepted by a group.
3. Identify how people are unique as individuals.

4. Develop desirable skills for interacting with and relating to others.

5. Acquire skills in resolving conflicts with peers and adults.

6. Demonstrate tolerance and flexibility in group situations.

7. Identify sources and effects of peer pressure.

8. Acquire appropriate behaviors when peer pressures are contrary to one's beliefs.

9. Demonstrate respect and understanding of differences among people's cultures, life styles, attitudes and abilities.

COMPETENCY III: **Awareness of the importance of emotional and physical development on career decision making.**

The student will --

1. Identify and differentiate mad, sad, glad feelings with own experiences.

2. Identify appropriate ways to express and deal with feelings.

3. Define, describe and discuss causes of stress and conflict.

4. Identify feelings and select appropriate behaviors for specific emotional situations.

5. Demonstrate appropriate ways of dealing with reactions of others under stress and conflict.

6. Develop healthful ways for coping with conflicts, stress and emotions.

7. Describe how health may affect or be affected by work and/or learning performance.

8. Demonstrate knowledge of good health habits.

II. EDUCATION AND OCCUPATION EXPLORATION

COMPETENCY I: **Awareness of the importance of education achievement to career opportunities.**

The student will --

1. Explore ways that academic skills are used in the home and community and their importance in career development.

2. Identify personal strengths and weaknesses in academic areas.

3. Explore academic skills needed in several interest and career areas.

4. Explore different styles of learning. Ability, effort and achievement do not always relate. Finding out how one learns best has to come first. Then the rest falls into place.

5. Implement a plan of action for improving academic skills based on preferred learning mode.

6. Describe school tasks that are similar to skills essential for success in a career.

7. Discuss how the amount and type of education needed for different careers varies.

COMPETENCY II: Awareness of the interrelationship of work and learning.

The student will --

1. Identify and discuss different types of work, both paid and unpaid.

2. Describe the importance of preparing for an occupation, including self-employment.

3. Acquire effective study and information-seeking habits.

4. Demonstrate an understanding of the importance of practice, effort and learning.

5. Describe how what is currently being learned relates to future career interests and aspirations.

6. Describe how one's role as a student is like that of an adult worker.

COMPETENCY III: Skills for locating and understanding career information.

The student will --

1. Describe work of family members, school personnel and community workers.

2. Identify occupations that can be classified according to people, things and ideas.

3. Identify work activities of interest to the student.

4. Describe the relationship of beliefs, attitudes, interests and abilities to careers.

5. Describe jobs that are present in the student's community.

6. Demonstrate skills using school and community resources to learn about careers.

7. Identify different working conditions of jobs.

8. Describe ways in which self-employment differs from working for others.

9. Describe how parents, relatives, adult friends and neighbors can be sources of information about careers.

COMPETENCY IV: Awareness of the interrelationship of personal responsibility, good work habits and career opportunities.

The student will --

1. Describe the relationship of personal qualities (i.e., dependability, promptness, getting along with others, etc.) to getting and keeping a job.

2. Demonstrate positive ways of performing work activities that influence job retention and success.

3. Describe the importance of cooperation among workers to accomplishing a task.

4. Demonstrate ability to work with and get along positively with people who are different from oneself (i.e., race, age, sex, etc.).

COMPETENCY V: Awareness of how careers relate to needs and functions of society.

1. Relate how careers can satisfy personal needs.

2. Describe the relationship between the needs of occupations and those of society.

3. Describe the contributions of major industries, products and services available in the local community.

4. Describe ways in which work and working together can help to overcome social and economic problems.

III. CAREER PLANNING

Competency I: Understanding of how to make decisions and choosing alternatives related to tentative educational and career goals.

The student will --

1. Discuss choices that he/she makes.

2. Describe what one can learn from making mistakes.

3. Identify and assess problems that interfere with attaining one's goals.

4. Identify simple strategies used in solving problems.

5. Identify alternatives in decision-making situations.

6. Clarify personal beliefs and attitudes and discuss how these affect decision making.

7. Describe how decisions affect self and others.

8. Describe how previous decisions, needs, interests, peers, gratifications, and career information influence present and future decisions.

9. Use decision-making skills to set priorities, develop personal goals and determine preferences.

COMPETENCY II: Awareness of the interrelationship of life roles and careers.

The student will --

1. Describe the various roles an individual experiences (i.e., friend, student, worker, family member, etc.).

2. Describe work-related activities necessary in the home, community and school.

3. Describe the interdependence of the family unit in terms of working together and sharing responsibilities.

4. Describe how the stimulation and rewards from one's work role complement one's family role.

5. Describe the effect of persistent unemployment on the individual and the family.

6. Identify relationships between a person's career and the people with whom he or she associates.

7. Describe leisure activities pursued by family, self and friends.

8. Identify the value of leisure activities for enriching one's life style.

9. Understand that leisure activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.

COMPETENCY III: Awareness of different occupations and changing male/female roles.

The student will --

1. Describe how work is important to women and men.

2. Describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

3. Describe the changing life roles of men and women in work and family and the importance of females preparing for a paying occupation.

4. Describe how the contribution of individuals both inside and outside the home is important.

For Middle and Junior High School Students

I. SELF KNOWLEDGE

COMPETENCY I: Knowledge of the influence of a positive self-concept on career development.

The student will --

1. Assess personal likes and dislikes.
2. Assess individual attributes required for successfully fulfilling different roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitude, behavior and aptitudes and how they help determine self-uniqueness.
5. Identify specific life experiences that are influenced by personal attributes and self-perceptions.
6. Demonstrate an understanding of self as it relates to the development of a positive self-concept.

COMPETENCY II: Skills for interacting with others.

The student will --

1. Demonstrate concern and respect for feelings and interests of others.
2. Develop coping skills acceptable to self and others.
3. Distinguish between self-characteristics and group characteristics in interrelationships.
4. Develop an appreciation for the similarities and differences among people.
5. Demonstrate tolerance and flexibility in interpersonal relationships and group participation.
6. Demonstrate skills in dealing with criricism.
7. Contribute to group activities by demonstrating competencies in interrelating with group members.
8. Relate one's beliefs and attitudes to the process of interpersonal communication and begin to identify one's own value system.
9. Demonstrate effective social skills.

COMPETENCY III: **Knowledge of the importance of emotional and physical development on career decision making.**

The student will --

1. Identify experiences that are significant emotional events.
2. Demonstrate positive ways of dealing with various emotions, conflicts and stress.
3. Identify internal and external sources of stress and conflict.
4. Direct emotions into socially acceptable behavior.
5. Demonstrate, appropriate ways of dealing with reactions of others under stress and conflict.
6. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
7. Describe physiological and psychological factors as they relate to career development.
8. Describe the importance of career, family and leisure activities to the maintenance of mental, emotional, physical and economic well being.

II. EDUCATION AND CAREER EXPLORATION

COMPETENCY I: **Knowledge of the relationship of educational achievement to career opportunities.**

1. Describe the importance of academic and vocational knowledge and skills in the world of work.
2. Identify skills and knowledge taught in school subjects that are needed in various occupational clusters.
3. Assess individual strengths and weaknesses in the basic academic disciplines.
4. Implement a plan of action for increasing proficiency in basic educational skills based on individuals learning style needs.
5. Assess the skills needed to cope with changing occupational requirements.
6. Describe how changing personal, social and economic needs relate to continued learning and training.
7. Describe how continued learning enhances one's ability to achieve personal and career goals.
8. Understand how basic academic skills relate to the selection of major courses of study in high school.
9. Relate one's aptitudes and abilities to broad occupational areas.

COMPETENCY II: Understanding of the attitudes necessary for success in work and learning.

The student will --

1. Understand that success and failure in academic areas are important aspects of learning.
2. Demonstrate effective learning habits and skills.
3. Demonstrate an understanding of the importance of personal traits to job success.
4. Relate personal attitudes, beliefs, interests and abilities and traits to a variety of occupations.

COMPETENCY III: Skills for locating, understanding and using career information.

The student will --

1. Identify various ways occupations can be classified.
2. Identify a number of occupations within an occupational classification or cluster for exploration.
3. Identify sources of information for obtaining knowledge about careers that he/she is interested in exploring, including small business ownership.
4. Identify individuals in occupations who might be an information resource or role model.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the local community.

COMPETENCY IV: Knowledge of skills necessary to obtain and maintain a job.

The student will --

1. Relate the importance of personal qualities (i.e., dependability, punctuality, getting along with others, etc.) to getting and keeping a job.
2. Understand terms and concepts used in describing employment opportunities and conditions.
3. Complete a job application form in a satisfactory manner.
4. Demonstrate the skills and attitudes essential for a successful job interview.
5. Demonstrate knowledge of the content of various courses that teach marketable skills.

COMPETENCY V: Understanding of how careers relate to needs and functions of the economy and society.

The student will --

1. Discuss the variety and complexity of occupations.
2. Explain the importance of a variety of occupations and describe their place in society.

3. Describe how economic and societal needs and the work performed by the members of society are related.

4. Demonstrate knowledge of the economic contributions careers make to society.

5. Describe the effects that societal changes, economic changes and technology advancement have on occupations.

III. CAREER PLANNING

COMPETENCY I: Skills in making decisions and choosing alternatives in planning for and pursuing tentative educational and career goals.

The student will --

1. Identify advantages and disadvantages of different types of secondary and postsecondary educational and training programs.

2. Demonstrate knowledge of the requirements for entering secondary and postsecondary educational and training programs.

3. Describe one's current life context as it relates to career decisions.

4. Clarify personal beliefs and attitudes and explain how they affect decision making.

5. Describe career development as a continuous process with sequential series of choices.

6. Implement a strategy for career decision making.

7. Identify possible consequences of decisions.

8. Select school courses that reflect educational and career interests.

9. Describe how the expectations of others affect one's career plans.

10. Project decisions one will face in the future and describe means of facing them.

11. Identify ways in which decisions about education and work relate to other major life decisions.

COMPETENCY II: Knowledge of the interrelationship of life roles and careers.

The student will --

1. Identify ways in which different work and family patterns may require different kinds and amounts of energy, participation, motivation and talent.

2. Identify ways in which one performs work roles at home that satisfy needs of the family.

3. Identify personal goals that might be satisfied through a combination of work, community, social and family roles.

4. Assess personal leisure time choices in relationship to one's developing life style and relate these to the attainment of future educational and career goals.

5. Discuss advantages and disadvantages of various life styles.

6. Describe the interrelationships between family, career choice and leisure and their influence on earnings and one's life stye.

COMPETENCY III: Understanding of how sex-role stereotyping, bias and discrimination limit career choices, opportunity and achievement.

The student will --

1. Describe stereotypes, biases, and discriminatory behaviors that may limit choices, opportunities and achievement for women and men in certain occupations.

2. Describe problems, adjustments and advantages of entering a nontraditional occupation.

3. Understand the importance of taking courses related to career interests, even though they may be most often taken by members of the opposite sex.

COMPETENCY IV: Understanding of the process of career exploration and planning.

The student will --

1. Describe the meaning of career planning and what resources are available in the career center.

2. Demonstrate knowledge of vocational exploratory and introductory programs.

3. Identify tentative life and career goals.

4. Select school courses that meet one's developmental needs in terms of aptitudes and interests.

5. Acquire knowledge of academic and vocational programs offered at the high school level.

6. Become aware of and observe skills needed in a variety of occupations, including owning one's own business.

7. Identify strategies of managing personal resources (talents, time, money) to effect the achievement of educational and tentative career goals.

8. Complete an individual education and career plan for middle/junior high school, high school, and postsecondary education and training.

For High School Students

I. SELF KNOWLEDGE

COMPETENCY I: Understanding of the influence of a positive self-concept on career development.

The student will --

1. Identify and appreciate interests, abilities, strengths, weaknesses and other characteristics that are unique about him or herself.
2. Receive feedback from peers regarding his or her personal characteristics and grow in achieving a realistic perception of self.
3. Demonstrate an understanding of the way interests, abilities, strengths, weaknesses and other attributes relate to achieving personal, social, educational and career goals.
4. Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.
5. Demonstrate an understanding of environmental influences on one's behavior.
6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

COMPETENCY II: Interpersonal and social skills required for positive interaction with others.

The student will --

1. Develop interpersonal skills necessary for harmony in relationships with others.
2. Demonstrate social skills, self-control, and respect for others.
3. Evaluate interpersonal behaviors and modify them, when appropriate, based on feedback from others.
4. Demonstrate interpersonal skills required for working with and for others in a work setting.
5. Describe appropriate employer and employee interactions in varying situations.
6. Demonstrate skills in expressing feelings, reactions and ideas in an appropriate way.

COMPETENCY III: Understanding of the interrelationship of emotional and physical development and career decision making.

The student will --

1. Describe how developmental changes in the life cycle affect physical and mental health.
2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.

3. Demonstrate control of emotions and ways in which they are expressed.

4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within oneself and others.

5. Implement appropriate coping skills when dealing with conflicts and stress.

6. Exhibit behaviors that are important in maintaining good physical and mental health.

II. EDUCATION AND OCCUPATION EXPLORATION

COMPETENCY I: Understanding of the interrelationship between educational achievement career planning, training and placement.

The student will --

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.

2. Relate achievement of academic and vocational skills to personal interests.

3. Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.

4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.

5. Demonstrate an understanding of how education relates to the selection of college majors, participation in further training and/or entry into the job market.

6. Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.

7. Relate essential learning skills to skills required in the work environment.

8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

COMPETENCY II: Positive attitudes toward work and learning.

The student will --

1. Identify the positive contributions careers make to society.

2. Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.

3. Demonstrate a positive attitude toward work as an integral part of one's life.

4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.

5. Demonstrate responsibility for work attitudes and habits in education and work situations.

6. Demonstrate positive work ethics and attitudes.

COMPETENCY III: **Skills for locating, evaluating and interpreting information about career opportunities.**

The student will --

1. Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.

2. Use, understand, and interpret available handbooks, career materials, labor market information and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.

3. Develop a career resource identification plan that reflects the ability to locate, evaluate, and interpret career information.

4. Use various classification systems that categorize occupations and industries (i.e., Dictionary of Occupational Titles).

5. Discuss the concept of career ladders as related to different levels of work in a career area.

6. Examine the aspects of self-employment, enterpreneurship as a possible form of employment.

7. Identify and talk with individuals working in a selected occupation who might be information resources, role models and mentors.

8. Recognize the influence of change in supply and demand for workers in different careers at the local, state and national level and the need to prepare for this i.e. life long learning/training.

9. Identify employment trends as they relate to training programs and employment in the state and local community.

10. Demonstrate an understanding of the impact of factors such as population, climate and geographic location on local occupational opportunities.

COMPETENCY IV: **Skills for preparing, locating, obtaining, maintaining and advancing in a job.**

The student will --

1. Demonstrate the ability to locate, interpret and use information about job openings and opportunities.

2. Demonstrate educational and vocational skills required for a full- or part-time job.

3. Demonstrate skills and behaviors necessary for a successful job interview.

4. Develop skills to correctly prepare a resume and complete job applications.

5. Identify employers for specific occupations and job openings.

6. Demonstrate employability skills necessary for entry into the labor market.

7. Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.

8. Explore the use of placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to the attainment of individual career goals.

9. Demonstrate an understanding that job opportunities often require relocation to another city or state.

10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

COMPETENCY V: Understanding of how societal needs and functions influence the nature and structure of work.

The student will --

1. Describe the importance of careers as they affect values and life styles.

2. Describe how society's needs and functions influence the supply and demand of goods and services and the resulting impact on careers.

3. Differentiate among career opportunities on the basis of their contributions to the needs of society.

4. Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.

5. List the community and state's major employers, the goods or services they produce and their overall impact on members of the community.

6. Demonstrate an understanding of the global economy and how it affects each individual.

III. CAREER PLANNING

COMPETENCY I: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will --

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.

2. Accept responsibility for the consequences of decisions.

3. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.

4. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.

5. Identify and take required steps toward transitition from high school and entry into postsecondary education/training programs or the world of work.

6. Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.

7. Demonstrate the effective use of time, effort and resources in making decisions.

8. Identify alternate courses of action in a given decision-making situation.

9. Describe factors that may influence educational and career decisions.

10. Relate the choice of high school and postsecondary courses to a career and educational plan.

11. Predict the effects one's career decisions may have on significant others and life styles.

COMPETENCY II: Understanding of the interrelationship of life roles and careers.

The student will --

1. Acquire a basic knowledge of life cycles and corresponding life styles.

2. Describe factors that determine life style such as socio-economic status, culture, values, career choice and work habits.

3. Describe ways in which one's career choice may affect future life styles.

4. Explain the contribution of a career to a balanced and productive life.

5. Describe ways in which roles in work, family and leisure are interrelated.

6. Examine different career patterns and their potential effect on family patterns and life styles.

7. Describe the importance of leisure activities in relation to careers.

8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure activities.

COMPETENCY III: Understanding of the continuous changes in male/female roles and how they relate to career decisions.

The student will --

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.

2. Identify evidence of sex sterotyping and sex bias in education programs and the world of work.

3. Develop attitudes, behaviors and skills that contribute to the elimination of sex sterotyping and sex bias.

4. Take courses appropriate to one's occupational choice, even if they are most often taken by members of the opposite sex.

5. Describe problems, adjustments and advantages of entering a nontraditional occupation.

COMPETENCY IV: Skills in career exploration and planning.

The student will --

1. Develop career plans that include the concept that a changing world demands lifelong learning.
2. Acquire knowledge of postsecondary vocational and academic programs.
3. Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.
4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.
5. Use school and community resources to explore education and career choices.
6. Describe the costs and benefits of self employment.
7. Acquire occupational-related skills through volunteer experiences, part-time employment and/or cooperative education programs.
8. Develop skills necessary to compare education and job opportunities in terms of occupational, training and continuing education benefits.

Appendix E

NEEDS ASSESSMENT

COUNSELOR

Please indicate whether the following components are included in your guidance program. Indicate your choice by **CIRCLING:**

Y for YES N for NO U for Uncertain

I. Developmental Program Components

A. Program Organization and Implementation

1. Y N U Guidance activities for all students are included.
2. Y N U Individual counseling, group guidance, and counseling services are scheduled for all students.
3. Y N U Teachers are involved in planning the program
4. Y N U The results of a needs assessment are used in planning programs and activities.
5. Y N U Inservice meetings with the staff are scheduled.
6. Y N U A timeline for programs and activities is developed.
7. Y N U Guidance activities are provided for all students and cover decision-making skills, employment skills, and educational planning.

B. Sequencing of the Developmental Guidance Program

1. Y N U The plan for implementing grade-level activities has been carrried out.
2. Y N U Periodic checks were made to determine if all students were being served.
3. Y N U Objectives in all three component areas (personal/social, career, and learning) were evaluated.

C. Classroom Guidance

1. Y N U Classroom units on areas of developmental guidance were coordinated with teachers.
2. Y N U Sessions on planning classroom guidance were held with teachers.
3. Y N U Guidance activities were integrated into academic subject-area classes.

D. Group Guidance and Counseling

1. Special interest and needs activities based on a needs assessment were provided on the following topics during this period.
   - Y N Developing self-esteem
   - Y N Understanding change
   - Y N Individual differences
   - Y N Career exploration
   - Y N Communication skills
   - Y N Understanding the world of work
   - Y N School expectations
   - Y N Learning process
   - Y N Decision making
   - Y N Others
2. Y N U Evaluations are made of group guidance and counseling objectives.

E. Orientation

1.	Y	N	U	Visits are made to feeder schools in reference to orientation activities.
2.	Y	N	U	Visits are made to the classroom in reference to the guidance program.
3.	Y	N	U	Contacts are made with feeder schools about school programs and activities.
4.	Y	N	U	Sessions with each grade are held during this period.
5.	Y	N	U	Meetings are held with administration and faculty in reference to curriculum concerns.

F. Public Relations

1.	Y	N	U	Meetings with the guidance team are held regularly.
2.				Sessions are held to acquaint guidance publics with services available to them.
	Y	N	U	a. Students
	Y	N	U	b. Faculty
	Y	N	U	c. Parents
	Y	N	U	d. Community
	Y	N	U	e. School Board
3.	Y	N	U	Presentations are made to acquaint the public with the accomplishments in guidance.

II. What problems did you encounter in conducting the guidance program?

III. What specific events did you experience that enhanced your program?

IV. Indicate the changes in and/or to guidance services that are planned or anticipated.

TEACHER

Elementary Level

Please indicate whether or not the children in your class need help in the areas mentioned below. Indicate your choice by **CIRCLING**:

Y FOR YES N FOR NO U FOR UNCERTAIN

School Work and Study Skills

Most of the children in my class need assistance in:

1. Y N U Learning to study better.
2. Y N U Learning to listen better in school.
3. Y N U Learning to keep their minds on school work until it is finished.
4. Y N U Feeling more comfortable in class discussions.
5. Y N U Learning to organize time better.
6. Y N U Learning to do better work on assignments.
7. Y N U Learning to prepare for taking tests.
8. Y N U Having a chance to talk about how they feel about school.
9. Y N U Developing more positive attitudes toward school.

Planning for the Future

Most of the children in my class need assistance in:

10. Y N U Understanding why people work.
11. Y N U Finding out what things they can do best.
12. Y N U Learning what different jobs are like.
13. Y N U Learning how their school work will help them in future jobs.
14. Y N U Learning what kind of training would be good for a specific career.
15. Y N U Understanding how their interests and abilities relate to their future career.
16. Y N U Finding out what people do in different jobs.
17. Y N U Learning about of jobs or roles in which they might be happy.

Feelings about Themselves and Others

Most of the children in my class need assistance in:

18. Y N U Learning how to make friends.
19. Y N U Getting along better with adults.
20. Y N U Getting along better with children their own age.
21. Y N U Speaking up for themselves more often.
22. Y N U Being more aware of the feelings of others.
23. Y N U Being more responsible for their own actions.
24. Y N U Understanding and dealing with their feelings.
25. Y N U Learning how their feelings affect their behavior.
26. Y N U Improving their self-concept.

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STUDENT

Primary Level

Put a **CIRCLE** around the right answer.

School Work
I'd like help in:

1. Yes No Learning to study better.
2. Yes No Learning to listen better.
3. Yes No Learning to talk more in class discussion.
4. Yes No Learning to get my work done on time.

My Future
I'd like help in:

5. Yes No Finding out why people work.
6. Yes No Finding out what some jobs are like.
7. Yes No Finding out what things I can do best.
8. Yes No Learning about what kinds of jobs I might like.

Feelings About Myself and Others
I'd like help in:

9. Yes No Learning how to make friends.
10. Yes No Learning to get along better with adults.
11. Yes No Getting along better with children my own age.
12. Yes No Learning to show others how I feel.
13. Yes No Learning to feel better about myself.

STUDENT

Intermediate Level

The counselors need your help in finding out what students would like them to do this year. You can help by answering these questions. If you would like to help, **CIRCLE**:

Y FOR YES N FOR NO U FOR UNCERTAIN

Your teacher will demonstrate the sample question on the chalkboard.

SAMPLE QUESTION

1. Y N U Learning to throw a ball better.

School Work and Study Skills

I'd like help in:

1. Y N U Learning to study better.
2. Y N U Learning to listen better in school
3. Y N U Learning to keep my mind on school work until it is finished.
4. Y N U Feeling more comfortable in class discussion.
5. Y N U Learning to use my time better.
6. Y N U Learning to do better work on assignments.
7. Y N U Learning to prepare for taking tests.
8. Y N U Having a chance to talk about how I feel about school.
9. Y N U Learning to like school better.

Planning My Future

I'd like help in:

10. Y N U Understanding why people work.
11. Y N U Finding out what things I can do best.
12. Y N U Learning what different jobs I like.
13. Y N U Learning how my school work will help me in future jobs.
14. Y N U Learning what kind of training would be good for a specific career.
15. Y N U Understanding how my interests and abilities relate to my future career plans.
16. Y N U Finding out what people do in different jobs.
17. Y N U Learning about what kinds of jobs or roles I'd be happy in.

Feelings About Myself and Others

I'd like help in:

18. Y N U Learning how to make friends.
19. Y N U Getting along better with adults.
20. Y N U Getting along better with children my own age.
21. Y N U Speaking up for myself more often.
22. Y N U Being more aware of the feelings of others.
23. Y N U Being more responsible for the things I do.
24. Y N U Understanding and dealing with my feelings.
25. Y N U Feeling better about myself.

TEACHERS

Secondary Level

To plan school activities that will serve students, we need your help. Listed below are possible needs of students in your classes. Do NOT put your name on this survey form. Don't think a long time over your answers, but give them quickly as they come to your mind. Please respond to each item below by **CIRCLING:**

Y FOR YES N FOR NO U FOR UNCERTAIN

Personal Concerns

Most students in my classes need:

1. Y N U To understand, accept, and like themselves better.
2. Y N U To develop confidence in themselves.
3. Y N U To learn how to concentrate on what they are doing.
4. Y N U To know more about their strengths and weaknesses.
5. Y N U To learn how to control their temper.
6. Y N U To understand what they can realistically achieve.
7. Y N U To understand how their feelings affect their behavior.
8. Y N U To be able to state their own views.
9. Y N U To learn how to be more accepting of their appearance.
10. Y N U To talk about personal concerns with a counselor.

Decision Making

Most students in my classes need:

11. Y N U To set their goals in life.
12. Y N U To learn how to make decisions.
13. Y N U To receive help in selecting courses.
14. Y N U To be able to determine whether they've reached their goal.
15. Y N U To learn how to adapt to the changing world.
16. Y N U To understand more about the use/abuse of drugs, including alcohol.
17. Y N U To learn how to keep from putting things off until the last minute.
18. Y N U To think of the consequences of their behavior before they do something.
19. Y N U To learn how to make good use of their free time.

Relationships With Others

Most students in my classes need:

20. Y N U To develop better relationships with other students.
21. Y N U To have better relationships with teachers.
22. Y N U To learn how to tell others how they feel.
23. Y N U To know how to get along with their family.
24. Y N U To know how to get along with members of the opposite sex.
25. Y N U To have someone listen to them when they have a problem.
26. Y N U To develop friendships with both sexes.
27. Y N U To better understand adults.
28. Y N U To become more accepting of others.
29. Y N U To establish trust in their relationships with people.

Educational Development

Most students in my classroom need:

30.	Y	N	U	To know about graduation requirements.
31.	Y	N	U	To have the counselor help them find courses relevant to their future.
32.	Y	N	U	To understand their standardized test scores.
33.	Y	N	U	To be aware of the guidance services available.
34.	Y	N	U	To develop or maintain good study habits.
35.	Y	N	U	To know about financial aid.
36.	Y	N	U	To be aware of educational alternatives after high school.

Career Awareness

Most students in my classes need:

37.	Y	N	U	To be aware of career training offered in their high interest areas.
38.	Y	N	U	To know how their values affect their career choices.
39.	Y	N	U	To know how to apply and interview for jobs.
40.	Y	N	U	To get help in finding part-time or summer work.
41.	Y	N	U	To know how to prepare for careers in which they are interested.
42.	Y	N	U	To understand the changing roles and expectations of men and women.
43.	Y	N	U	To visit with people employed in their high interest areas.
44.	Y	N	U	To develop flexible career plans.
45.	Y	N	U	To have their parents involved in their career planning.
46.	Y	N	U	To be aware of the employment outlook in their future career areas.

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STUDENT

Secondary Level

Senior High School:

Date:

CIRCLE your grade: 9 10 11 12

Please show how important each need is to you by **CIRCLING** the letter which shows how you feel.

A FOR STRONGLY AGREE B FOR AGREE
C FOR DISAGREE D FOR STRONGLY DISAGREE

As a student, I need help in:

1.	A	B	C	D	Understanding myself as a person.
2.	A	B	C	D	Learning decision-making techniques.
3.	A	B	C	D	Getting along with my parents, friends and others.
4.	A	B	C	D	Developing the techniques that will help me succeed.
5.	A	B	C	D	Becoming familiar with ways to obtain career information
6.	A	B	C	D	Understanding how my personal characteristics affect my career choice.
7.	A	B	C	D	Understanding the relationship between my school work and my career plans.
8.	A	B	C	D	Learning effective study skills.
9.	A	B	C	D	Becoming aware of how society affects my career choice.
10.	A	B	C	D	Making post-high school plans.
11.	A	B	C	D	Learning about financial aid for post-high school education.
12.	A	B	C	D	Learning job-seeking skills.
13.	A	B	C	D	Developing the skills needed to keep a job.
14.	A	B	C	D	Learning more about the effects of drug abuse.

If you have other areas of concern with which you would like some help, list them below.

PARENT

Dear Parent:

We would like your help in an important project to improve the guidance and counseling program in our school. As a first step in our project, we are asking students, parents and staff to complete this survey. If you have more than one student in our school, please fill out one survey for each. You help is important to the success of this project.

CIRCLE the grade of your son or daughter: K-5, 6-8, 9, 10, 11, 12,

Show how important each need is to you by **CIRCLING** the letter which shows what you think.

Y FOR YES N FOR NO

Career Needs

As a parent, my son/daughter needs:

1.	Y	N	To learn what career training is available while he/she is in high school.
2.	Y	N	To find out what he/she is good at doing.
3.	Y	N	To have his/her parents involved in his/her career plans.
4.	Y	N	To talk to a counselor about career plans.
5.	Y	N	To understand employment outlook in his/her interest area.
6.	Y	N	To obtain some on-the-job experience in his/her high interest areas.
7.	Y	N	To know how to find out whether his/her interests, values and abilities match those needed on several jobs.
8.	Y	N	To know what kind of work dropouts get.
9.	Y	N	To develop career plans and goals.
10.	Y	N	To be able to apply for a job both in writing and in person.
11.	Y	N	To know what habits and aptitudes employers desire.

Personal Needs

As a parent, my son/daughter needs:

12.	Y	N	To be able to solve conflicts between his/her parents's desires and what his/her friends desire.
13.	Y	N	To understand his/her values and the use/abuse of drugs, including alcohol.
14.	Y	N	To have good relationships with teachers.
15.	Y	N	To talk about personal concerns with a counselor.
16.	Y	N	To exercise self-discipline and behave appropriately.
17.	Y	N	To be able to talk with his/her family more easily.
18.	Y	N	To be himself/herself rather than try to be what someone else wants him/her to be.
19.	Y	N	To be a better listener and respond better to others.
20.	Y	N	To know that his/her teachers care about him/her.
21.	Y	N	To become more tolerant of persons who have different views.
22.	Y	N	To better understand people older than himself/herself.
23.	Y	N	To take action toward solving his/her own problems.
24.	Y	N	To know how to make decisions about school problems.
25.	Y	N	To learn how to express his/her feelings instead of keeping them to himself/herself.
26.	Y	N	To get along better with peers.
27.	Y	N	To know how his/her values affect his/her life.
28.	Y	N	To be needed--to have friends who need his/her help.
29.	Y	N	To accept criticism better.

30. Y N To develop life-long recreational interests that will make his/her leisure time enjoyable.
31. Y N To feel good about himself/herself.

Educational Needs

As a parent, my son/daughter needs:

32. Y N To become more aware of educational alternatives after graduation.
33. Y N To learn to make good use of his/her free time.
34. Y N To learn more about his/her high school records and graduation requirements.
35. Y N To receive help in selecting courses for high school.
36. Y N To know about financial aid for college and job training.
37. Y N To understand his/her standardized test scores.
38. Y N To be aware of services available in the school and community.
39. Y N To know how much education and training will be needed for the occupation he/she plans to enter.
40. Y N To take responsibility for developing plans that will help him/her reach emotional and/or occupational goals.
41. Y N To know where to go for help at school.
42. Y N To know how to study better.
43. Y N To understand what he/she can realistically achieve.
44. Y N To find courses which are appropriate to his/her educational needs.
45. Y N To know how to assess and evaluate his/her goals.

Appendix F

TIME AND TASK ANALYSIS LOG
15 MINUTE INTERVALS

CATEGORIES Examples of Activities	CURRICULUM Classroom Activities, Group Activities	INDIVIDUAL PLANNING Individual Advisement, Individual Assessment, Placement, Vocational Occupational Exploration	RESPONSIVE SERVICES Consultation, Personal Counseling, Small Groups Individual Counseling Crises Counseling Referral	SYSTEM SUPPORT Research, Staff/ Community Development, Committee/Advisory Boards, Program Management/ Operation	NON-COUNSELING ACTIVITIES Bus Duty, Lunchroon Duty, Playground Duty, Balancing Class sizes, Building Master Schedule, Substitute Teaching, Figuring GPA'S.
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
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7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:15 - 9:00					
Daily Blocks:					
Grant Total (Total Blocks)					
Daily Percentages:					

TIME AND TASK ANALYSIS LOG
30 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-COUNSELING ACTIVITIES
Examples of Activities	Classroom Activities, Group Activities	Individual Advisement, Individual Assessment, Placement, Vocational Occupational Exploration	Consultation, Personal Counseling, Small Groups Individual Counseling Crises Counseling Referral	Research, Staff/ Community Development, Committee/Advisory Boards, Program Management/ Operation	Bus Duty, Lunchroon Duty, Playground Duty, Balancing Class sizes, Building Master Schedule, Substitute Teaching, Figuring GPA'S.
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
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7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
Daily Blocks:					
Grand Total (Total Blocks):					
Daily Percentage:					

Appendix G

SAMPLE JOB DESCRIPTIONS

Title: Elementary School Counselor

Primary Function:

To provide a comprehensive counseling program for all children in elementary schools. To consult with teachers, parents and staff to enhance their effectiveness in helping students. To provide support to other elementary education programs.

Major Job Responsibilities:

1. Implement the elementary counseling curriculum;
2. Guide individual and groups of students through the development of educational, personal, social or career plans;
3. Counsel individuals and small groups of children with problems;
4. Consult with and train teachers, parents and staff regarding children's needs;
5. Refer children with problems and their parents to special programs, specialists, and outside agencies;
6. Participate in activities which contribute to the effective operation of the school;
7. Plan and evaluate the counseling program;
8. Pursue continuous professional growth.

Illustrative Key Duties:

1. Implement the elementary counseling curriculum: conduct classroom counseling lessons in each teacher's class and/or systematically conduct developmental counseling groups for each grade level throughout the year; consult with and/or provide resources to teachers to facilitate their instruction of counseling content.
2. Guide individual and groups of students through the development of education and career exploration: work with teachers in preparation for transition from one school to another. Coordinate/oversee career awareness activities from one school to another and participate in the beginning-of-the-year orientation activities.

3. Counsel individuals and small groups of children with problems: conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individual or groups of children--recurrent topics include academic failure, family issues, child abuse, attendance and/or behavior problems, peer problems, and substance abuse.

4. Consult with and train teachers, parents and staff regarding children's needs: participate in staffings; conduct inservice programs for faculty; act as a resource person for faculty, staff and parents; conduct conferences with teachers and/or parents; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school related problems.

5. Refer children with problems and their parents to special programs, specialists, and outside agencies: consult and coordinate with in-district and community-based specialists, such as school administrators, nurses and psychologist, and community-based psychologists, service agencies, and physicians.

6. Participate in activities which contribute to the effective operation of the school: contribute to the school district and individual building goals for enhancing education. Act as an advocate for groups or individual students as system decisions are made.

7. Plan and evaluate the counseling program: annually review, with the other staff and administration, the counseling program content based on student needs as determined through the **Nebraska School Counseling Program Guide**; establish the Counseling Department Calendar; evaluate the counseling learning activities as they are implemented; and complete an annual counseling program evaluation.

8. Pursue professional growth: attend state and local sponsored staff development offerings; join associations; read professional journals; become knowledgeable in cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post-graduate courses.

Organizational Relationships:

An elementary school counselor is supervised by the district designee, collaborates with other district counselor(s); and works cooperatively with other school and district staff.

Performance Standards:

An elementary school counselor's performance is considered satisfactory when the counselor's performance evaluation form so indicates.

Title: Middle/Junior High School Counselor

Primary Function:

Provide a comprehensive counseling program for middle level students; consult with teachers, parents and staff to enhance their effectiveness in helping students; and provide support to other middle level educational programs.

Major Job Responsibilities:

1. Implement the middle level school counseling curriculum;

2. Guide groups of and individual students through the development of educational and career plans;

3. Counsel small groups of and individual students with problems;

4. Consult and train teachers, parents and staff regarding needs of middle level students;

5. Refer children with problems and their parents to specialists and/or special programs; specialists, and outside agencies;

6. Participate in activities which contribute to the effective operation of the school;

7. Plan and evaluate the counseling program; and

8. Pursue continuous professional growth.

Illustrative Key Duties:

1. Implement the middle level counseling curriculum: conduct developmental lessons in classroom settings in conjunction with teaching staff; consult with and/or be a resource person to teachers to facilitate the infusion of Counseling content into the regular education curriculum.

2. Guide groups of and individual students through the development of educational and career plans: provide orientation activities to incoming students; guide 8th graders in the development of their "High School Four Year Plans"; collaborate with the elementary school counselors and high school counselors to affect, respectively, the incoming 6th and outgoing 8th graders pre-registration; plan/coordinate/assist in pre-registration of 6th and 7th graders for 7th and 8th grade respectively; assist new students entering school after the school year begins with course selection; coordinate career interest assessment administration and interpretation of results; coordinate career education activities.

3. Counsel individuals and small groups of students with problems: conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students--recurrent topics include academic failure, child abuse, attendance problems, family issues, substance abuse, suicide prevention and intervention, behavior problems, peer problems, and pregnancy.

4. Consult with and train teachers, parents and staff regarding the needs of middle level students: participate in/conduct staffings; conduct inservice programs for faculty; conduct conferences with teachers and/or parents and/or students; conduct or provide opportunities for parent education programs; write articles for parent newsletters; assist families with school related problems.

5. Refer students with problems and their parents to special programs, specialists, and outside agencies: consult and coordinate with in-district and community specialists, such as school nurses, administrators and psychologists and community-based psychologists, service agencies,and physicians.

6. Participate in activities which contribute to the effective operation of the school: contribute to individual and district goals for enhancing education, cooperate with other school staff in placing students with special needs in appropriate programs, evaluate student's schedules for appropriate placement; provide input to administration/coordinate campus-wide test administration; act as an advocate for groups of or individual students as system decisions are made.

7. Plan and evaluate the counseling program: annually with the other members of the counseling department staff review the counseling program; establish the Department Calendar, complete the Annual Program Plan--Middle School; evaluate strategies as they are implemented; complete the Annual Program Evaluation Report--Middle School.

8. Pursue continuous professional growth: attend district sponsored staff development offerings; join associations; read professional journals; become knowledgeable in cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professionally appropriate organizations; take post graduate courses.

Organizational Relationships:

The middle level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

Performance Standards:

A middle level counselor's performance is considered satisfactory when the counselors performance evaluation form so indicates.

Title: High School Counselor

Primary Function:

To provide, as a member of the counseling department staff, a comprehensive counseling program for students in grades 9-12 and specifically provide services to meet the needs of assigned students; consult with teachers, staff and parents to enhance their effectiveness in helping students; and to provide support to other high school educational programs.

Major Job Responsibilities:

1. Teach the high school counseling curriculum;

2. Guide groups and individual students through the development of educational and career plans;

3. Counsel small groups and individual students with problems;

4. Consult with teachers, staff and parents regarding the developmental needs of students.

5. Refer students (as needed) with problems to appropriate community resources;

6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school;

7. Plan and evaluate the building counseling program; and

8. Pursue professional growth.

Illustrative Key Duties:

1. Teach the high school counseling curriculum: conduct learning activities in classroom settings; consult with and/or be a resource person to teachers to facilitate the infusion of learning activities into the regular curriculum.

2. Guide groups and individual students through the development of educational and career plans: provide orientation activities for students new to the school, e.g., "Brown Bag" lunch sessions; participate in orientation programs for incoming 9th graders; guide 9th and 10th graders in the updating of their "High School 4-Year Plans"; guide 11th and 12th graders to assist them in evaluating their current status and planning their achievement of high school graduation; guide 12th graders to help them develop and take appropriate steps towards implementing their post-high school educational and/or career plans; plan/coordinate/assist in pre-registration of 9th, 10th and 11th graders for following year's program; collaborate with middle school counselors to effect the pre-registration of 8th graders for 9th grade; assist students

new to the district with course selection at the time of registration; interpret standardized test results and information to students, parents, and teachers; guide groups and individual students in the application of the test results of college entrance texts and/or career assessments to groups of students; guide all students to develop career/vocational plans through the teaching and/or supervision of career education activities, such as career/ counseling center orientations, utilization of the Nebraska Career Information System and other counseling center resources; provide a mechanism for the systematic and efficient dissemination of current, accurate information needed by individual students and/or parents as they develop their educational or career plans.

3. Counsel small groups and individual students with problems: conduct structured, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students--recurrent topics at the high school level include academic failure, attendance and behavior problems, peer problems, family issues, child abuse, substance abuse, suicide threats and attempts, sexuality issues, etc.

4. Consult with teachers, staff and parents regarding the developmental needs of students: participate in staffings; conduct inservice programs for faculty as a whole and/or by departments; conduct/facilitate conferences with teachers, and/or students, and/or parents; conduct or provide opportunities for parent education programs; assist families with school related problems.

5. Make referral of students (as needed) with problems to appropriate community agencies after consulting with their parents: consult and coordinate with indistrict and community agencies, such as school nurses, administrators, and psychologists; and community-based psychologists and service agencies.

6. Participate in, coordinate or conduct activities which contribute to the effective operation of the school: interpret group test results to faculty and staff; contribute to the school's goals for enhancing education in the building; establish effective liaisons with the various instructional departments; act as an advocate for groups or individual students as decisions are made that will affect those students; work with other school staff in the placement of students with special needs in appropriate programs, including gifted education, special education and vocational education opportunities; participate as a team member with the administration in the implementation of the district testing program.

7. Plan and evaluate the building counseling program: annually design with other staff and administration the counseling program content based of student needs as determined through the **Nebraska School Counseling Program Guide**, and establish the counseling department calendar; evaluate the counseling learning activities as they are implemented; and complete an annual counseling program evaluation.

8. Pursue professional growth: attend state and local sponsored staff development offerings; join associations (e.g. ASCA, NVA, AACD, AVA, NACD); read professional journals; become knowledgeable in cross/multicultural issues in education; attend relevant workshops and conferences sponsored by professional organizations; take post graduate courses.

Organizational Relationships:

The high school level counselor is supervised by the district designee; works collaboratively with other counselors and counseling staff; and works cooperatively with other school and district staff.

Performance Standards:

A high school level counselor's performance is considered satisfactory when the counselors performance evaluation form so indicates.

Appendix H

COUNSELOR PERFORMANCE EVALUATION FORM

NAME _____
SCHOOL _____
REVIEW PERIOD: FROM___ TO___ DATE COMPLETED _____
EVALUATION: FALL _____ SPRING_____

	Not satisfactory	Below expectations	Satisfactory	Exceeding expectations	Clearly outstanding
1. Implements the COUNSELING CURRICULUM through effective instructional skills and the careful planning of student group sessions (classroom activities, group activities), including:					
a. effective use of instructional techniques					
b. effective use of counseling learning activities					
c. active involvement of students in learning					
d. selection of competencies consistent with identified student needs and district goals					
e. evidence of student competency attainment					
COMMENTS:					
2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement) including:					
a. careful planning sessions					
b. presentation of accurate, relevant, unbiased information					
c. involvement of students in personalized educational and career planning.					
d. accurate and appropriate test result interpretation					
e. selection of individual planning activities consistent with identified student needs and district goals.					
COMMENTS:					
3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling and referral skills), including:					
a. proper identification of problems and issues to be resolved					
b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances.					

(Question 3 continued from previous page)

	Not satisfactory	Below expectations	Satisfactory	Exceeding expectatio	Clearly outstanding
c. selection of classroom activities which develop acceptance and appreciation of cultural diversities.					
d. working with parents to help them better understand their children and providing effective guidance.					
e. conducting well-planned and goal-oriented sessions.					
f. using small group and individual techniques appropriate to the topic and to students' needs and abilities.					
g. active involvement of clients in the counseling, consulting, and referral process.					
h. timely follow-up.					
i. provision of services consistent with identified student needs and district goals.					

COMMENTS:

4. Implements SYSTEM SUPPORT through effective program monitoring and management as well as providing necessary support for other programs, such as:

a. providing a comprehensive and balanced counseling program.					
b. selecting program activities which meet identified, high priority student needs and are consistent with building and district goals.					
c. collecting evidence that students achieve meaningful outcomes from program activities.					
d. operating within established procedures, policies and priorities.					
e. contributing to organizational solutions outside of assigned responsibilities.					
f. working cooperatively with school staff and community to garner support for the counseling program.					
g. implementing programs which explain the school counseling program.					
h. providing leadership in building or district inservice activities and sharing skills, training and knowledge.					
i. attending to ideas and concerns expressed regarding the counseling program					
j. supporting building administration policies and goals					
k. supporting district policies and goals.					

COMMENTS:

Appendix I

GUIDANCE PROGRAM EVALUATION

Counselors need to improve their ability to anticipate questions from the various publics interested in guidance program effects and they must be prepared to provide evidence-based answers on an ongoing basis. The following are but a few sample questions that are typically asked by or of key individuals and groups.

Graduates

- Did the guidance program help me make appropriate educational decisions?
- Did the guidance program help me understand the realities of the workplace?
- What is the tangible evidence that participation in the guidance program helped me in my transition to school or work?

Employees

- Did the guidance program help me understand how to deal with value conflicting behaviors of supervisors and fellow workers?
- Did the guidance program increase my job seeking and worker confidence?
- Did the guidance program help me understand job stress and teach me coping skills and job keeping skills?

Policymakers

- What are the barriers for student access to vocational education?
- What are the job interest trends of current students?
- Do you have evidence that students participating in a guidance program make better school and work related decisions?

Administration

- What guidance outcomes are teachers delivering on and to what effect?
- How are counselors spending their time and why?
- Does the guidance program have an annual plan and is it followed?

School Board Members

- What do counselors teach that teachers can't deliver? Why?
- What are the expected results of the guidance program?
- If the guidance program had more money and staff, how would they be used and toward what improvements?

Teachers

- Does guidance intervention increase student achievement?
- Does student data help me personalize teaching?
- Does counseling help student retention and decrease absenteeism?
- Is there evidence that stereotyping is being decreased due to guidance activities?
- Do you have locally approved student guidance outcomes and can you demonstrate student progress towards them?

Employers

- Are students exposed to guidance programs better informed job seekers?
- Do students have better work habits because of guidance program participation?
- Do students understand the skill requirements of jobs they are seeking?

Parents

- Are counselors helping my child with realistic educational and career decision making?
- Do counselors interpret students' test information so that it makes a difference in school choices and performance?
- Are students better achievers due to participation in a guidance program?

There are many other questions that guidance publics have concerning the effects of the schools investment in the guidance program. The community is very concerned about such issues as student dropout, teenage pregnancy, achievement motivation, effects of work experience on achievement, suicide, self-abuse, and general behavior in school.

In summary, a guidance program evaluation system must take into account the issues, needs, and concerns of its consumers and investors. Your opinions as to program success are important, but the combined focus is needed. It is suggested that all the issues, news and interests of your community be translated into appropriate questions, methods of data collection and plans for reporting findings and making recommendations.

Appendix J

PROGRAM COMPONENT ASSESSMENT

1. Structural Components: Program Philosophy and Planning

Rating Scale:

na	=	**Does not apply**
1	=	**Not satisfactory**
2	=	**Below Expectations**
3	=	**Satisfactory**
4	=	**Exceeds Expectations**
5	=	**Clearly Outstanding**

Description

1.	**The program is based on an assessment of student needs.**	na 1 2 3 4 5
2.	**The program is based on an assessment of community needs.**	na 1 2 3 4 5
3.	**The philosophy of the program is written and includes rationale, assumptions and definition.**	na 1 2 3 4 5
4.	**The priorities for student skill development will include competencies for each grade level.**	na 1 2 3 4 5
5.	**The program has a yearly plan which, for the most part, is followed.**	na 1 2 3 4 5
6.	**There is a School Counseling Advisory Committee.**	na 1 2 3 4 5
7.	**The program is evaluated annually.**	na 1 2 3 4 5

Evaluation of Program Philosophy and Planning

1. **Major strengths:**

2. **Items in greatest need of strengthening:**

Plans for Improvement of Program Philosophy and Planning:

1. **Short Range Goals:**

2. **Long Range Goals:**

3. **Seemingly Unattainable Goals:**

2. Counseling Curriculum

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description

1.	All students are assisted in a systematic way to develop knowledge, understanding and skills identified as necessary to enhance their personal, social, career and educational development.	na 1 2 3 4 5
2.	Developmentally appropriate student competencies are specified for each grade level grouping.	na 1 2 3 4 5
3.	Competency selection is based on an assessment of student needs.	na 1 2 3 4 5
4.	The counseling curriculum is delivered through classroom and group activities.	na 1 2 3 4 5
5.	Teachers are augmenting counseling curriculum by infusing appropriate learning activities into their regular classroom instruction.	na 1 2 3 4 5
6.	The facilities and equipment used to conduct counseling curriculum activities are adequate.	na 1 2 2 4 5
7.	Sufficient materials are available to support the counseling curriculum.	na 1 2 3 4 5
8.	Student competencies provided from specific counseling learning activities are assessed systematically.	na 1 2 3 4 5
9.	Effectiveness of the counseling curriculum provided to grade level groups is evaluated annually.	na 1 2 3 4 5

Evaluation of counseling curriculum:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of counseling curriculum:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

3. Individual Student Planning

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description:

1.	All students are provided information and assisted in applying the competencies necessary to make plans and to take the next appropriate steps toward their established career goals.	na 1 2 3 4 5
2.	Individual student planning activities are related to pertinent learning activities in the counseling curriculum.	na 1 2 3 4 5
3.	There is a systematic approach to helping students make appropriate educational plans.	na 1 2 3 4 5
4.	There is a systematic approach to helping students understand themselves through effective interpretation of standardized and individual test results.	na 1 2 3 4 5
5.	Individual student planning activities are implemented through effective use of:	
	a. individual appraisal	na 1 2 3 4 5
	b. individual advisement	na 1 2 3 4 5
	c. placement	na 1 2 3 4 5
6.	Accurate, appropriate, and effective printed information is distributed to support the Individual Student Planning efforts of students and their parents.	na 1 2 3 4 5
7.	The facilities and equipment available for conducting Individual Student Planning activities are adequate.	na 1 2 3 4 5
8.	Student competencies gained from individual planning activities are assessed yearly.	na 1 2 3 4 5

Evaluation of Individual Student Planning:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Individual Student Planning:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

4. Responsive Services

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description:

1.	Students in need are assisted in solving immediate problems that interfere with their personal, social, career and educational development.	na 1 2 3 4 5
2.	A balance of service is maintained for students with preventive and remedial level needs.	na 1 2 3 4 5
3.	There is systematic provision of Responsive Services as follows:	
	a. consultation	na 1 2 3 4 5
	b. personal counseling	na 1 2 3 4 5
	c. crisis counseling	na 1 2 3 4 5
	d. referral	na 1 2 3 4 5
4.	Services are provided on the basis of assessed student needs.	na 1 2 3 4 5
5.	The counseling department maintains an adequate list of referral resources.	na 1 2 3 4 5
6.	Counselors are accessible to students with problems.	na 1 2 3 4 5
7.	The facilities and equipment available for conducting Responsive Services activities are assessed regularly.	na 1 2 3 4 5

Evaluation of Responsive Services:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Responsive Services:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

5. System Support

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description:

1.	Administrative procedures provide for the appropriate use of the counselor(s) professional skills.	na 1 2 3 4 5
2.	Counselor involvement in non-counseling activities is minimal or appropriate.	na 1 2 3 4 5
3.	Counselor(s) are provided with professional growth opportunities.	na 1 2 3 4 5
4.	Department paraprofessional staff provide needed support to counseling staff.	na 1 2 3 4 5
5.	Time is provided for counseling program activity planning and evaluation.	na 1 2 3 4 5
6.	An appropriate budget is provided to the counseling department by the administration.	na 1 2 3 4 5
7.	Facilities and equipment are available and adequate for effective implementation of the program.	na 1 2 3 4 5

8. Counselor(s) are provided sufficient access to students so that time is available to implement effective counseling program activities. na 1 2 3 4 5

9. Opportunities are provided and taken for counselor(s) to explain the counseling program to staff, administration, the school board and the community. na 1 2 3 4 5

Evaluation of System Support:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of System Support:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

6. Summary of Counseling Program Evaluation-Self Study

Evaluation of Overall Plan:

1. Prioritized list of major strengths:

2. Prioritized list of items in greatest need of strengthening:

Plans for Improvement of Overall Plan:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

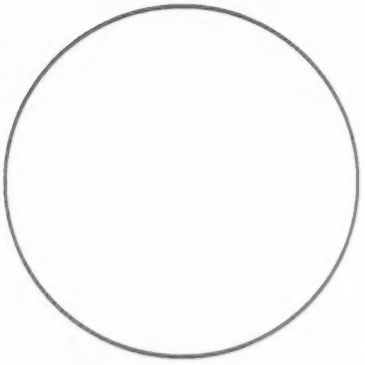
Appendix K

MASTER CALENDER

MONTH DECEMBER YEAR 1991

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 ASVAB Testing	3 Grades 11-12	4 Periods 1,2,3,4	5	6 Periods 2,3 Chemical Abuse	7
8	9	10	11	12 Career Unit Periods 3-6	13	14
15	16 Career Unit Periods 1-3	17 Chemical Periods 1,2,3,5	18 Periods 1,3,5,6	19 Abuse Periods 2,5,6,7	20	21
22	23 Christmas	24 Vacation	25	26	27	28
29	30 Christmas	31 Vacation				

1. TIME DISTRIBUTION FORM ELEMENTARY LEVEL



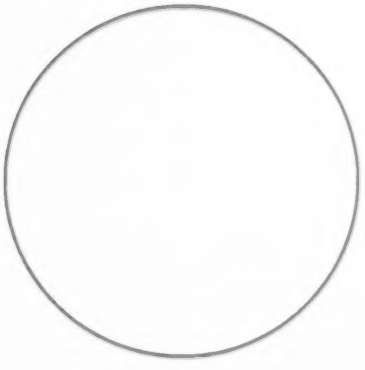
Current District Program Percentages

Current District Program Percentages

____ counseling curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

	Suggested Percentages
35%-45%	counseling curriculum
5% -10%	individual student planning
30%-40%	responsive services
10%-15%	system support
0%	non-counseling

Suggested Percentages

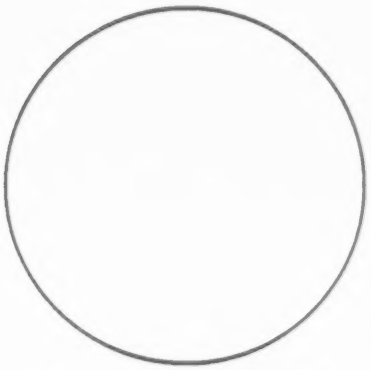


Desired District Program Percentages

Desired District Program Percentages

____ counseling curriculum
____ individual planning
____ responsive service
____ system support
____ non-counseling

2. TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



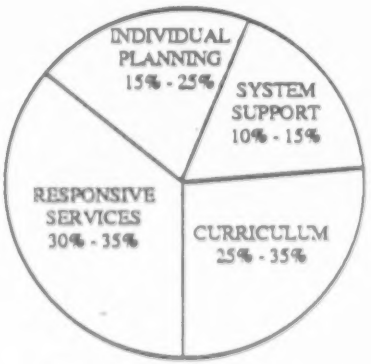
Current District Program Percentages

Current District Program Percentages

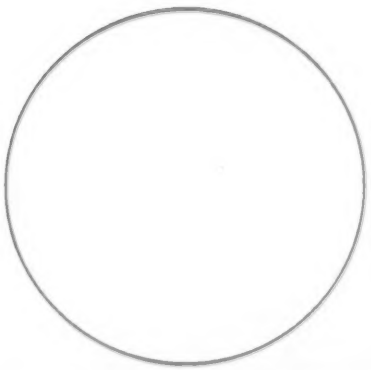
___ counseling curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

Suggested Percentages

25%-35%	counseling curriculum
15%-25%	individual student planning
30%-35%	responsive services
10%-15%	system support
0%	non-counseling



Suggested Percentages

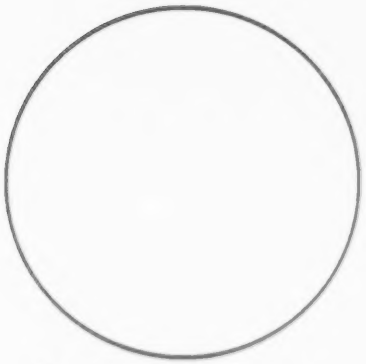


Desired District Program Percentages

Desired District Program Percentages

___ counseling/guidance curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

3. TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



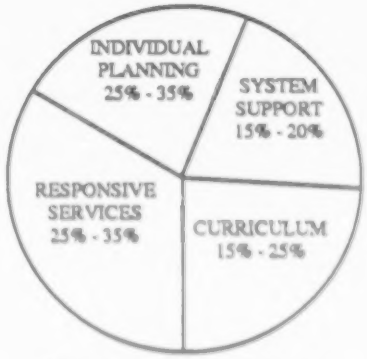
Current District Program Percentages

Current District Program Percentages

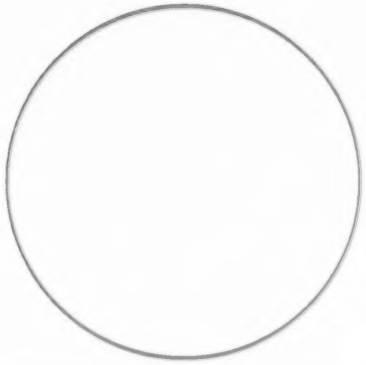
___ counseling curriculum
___ individual planning
___ responsive service
___ system support
___ non-counseling

Suggested Percentages

15%-25%	counseling curriculum
25%-35%	individual student planning
25%-35%	responsive services
15%-20%	system support
0%	non-counseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

___ counseling/guidance curriculum
___ individual planning
___ responsive service
___ system support
___ non-guidance/counseling

Appendix M

CROSS/MULTICULTURAL COUNSELING

Position Statement
(Adopted 1988)

The American School Counselor Association recognizes cultural diversities as important factors deserving increased awareness and understanding on the part of all school personnel, especially the school counselor.

A definition of cross/multicultural counseling is the facilitation of human development through the understanding and appreciation of cultural diversities with respect to language, values, ethics, moral and racial variables.

The American School Counselor Association encourages school counselors to take action to assure students of culturally diverse backgrounds access to appropriate services and opportunities which promote maximum development. Counselors may utilize the following strategies to increase the sensitivity of students and parents to culturally diverse persons and enhance the total school and community environment.

1. Conduct self-examinations of personal values, attitudes and beliefs toward cultural diversity.

2. Maintain awareness of concepts and techniques with a current library of cultural information.

3. Foster the interest of culturally diverse students in careers which have been traditionally closed.

4. Continue to upgrade materials utilized in the awareness and sensitivity groups.

5. Provide educational awareness workshops for teachers and cultural diverse parents at the local PTO/PTA meetings.

6. Develop a resource list of educational and community support services to meet the socioeconomic and cultural needs of culturally diverse students and their families.

7. Conduct student small groups to enhance self-esteem and cultural awareness.

8. Conduct classroom activities which develop acceptance and appreciation of cultural diversities.

9. Work within the larger community to identify cultural diversities and assist in the development of community-based programs which will propagate

community acceptance of all culturally diverse populations in the larger population.

School counselors can encourage school districts to implement the following strategies to increase awareness of culturally diverse populations.

1. To include culturally diverse parents on curriculum development planning boards, committees and other school projects.

2. Provide awareness workshops for faculty and staff on culturally diverse people.

3. Incorporate culturally diverse family resources into the educational process.

4. Develop workshops for culturally diverse parents to educate them on the school system's philosophy of education.

5. Promote school wide activities that focus on individual differences and contributions made by the cultural diverse persons.

6. Provide liaison services to facilitate communication between diverse populations in the school and community.

7. Adopt classroom materials that are free of culturally biased information.

School counselors have the responsibility of insuring that the special needs of all students are met. Counselors have the skills necessary to consult with school personnel to identity alienating factors in attitudes and policies that impede the learning process. School counselors need to continue to be aware of and strive to insure that the rights of all students exists so as to maximize their potential in an environment that supports and encourages growth and development of the person.

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